

SOCIAL MEDIA PLATFORM AND JOB PERFORMANCE OF BUSINESS EDUCATION LECTURERS IN UNIVERSITIES IN SOUTH-SOUTH NIGERIA

Ile, Chinedu Victor

**Department of Business Education, Faculty of Education
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria.**

ABSTRACT

This study is titled Social Media Platform and Job Performance of Business Education Lecturers in Universities in South-South Nigeria". The study adopted correlational research design. The population of this work consisted of 141 business education lecturers in universities in south-south Nigeria. This population was a manageable size; therefore, the researcher adopted a census study. Two questionnaires were used to gather data from the target sampled population. Cronbach alpha was used to measure the internal consistency of the instruments at a coefficient index of 0.89. Descriptive statistics and Pearson Product Moment Correlation Coefficient was adopted for data analysis using SPSS version 22.0. Findings of the study revealed that there is relationship between Social Media Platform and Measures of Job Performance of Lecturers in universities in South-South, Nigeria. This study thus concluded that Network Facilities is a strong antecedent and irrefutable dynamic for enhancing Job Performance of Lecturers in universities in South-South, Nigeria. The study recommended among others that Universities in South-South should provide adequate training to enhance lecturers' competence in the use of instructional delivery digitalization in order to enhance lecturers' job performance in business education.

Keywords: Social Media Platform, Job Performance, Business Education Lecturers

INTRODUCTION

Social media are becoming the most important tools for interaction among people, where everybody can share, exchange, comment, discuss and create information and knowledge in a collaborative way. Social media tools are rapidly changing the communications landscape, their emergence has impacted significantly how students learn and the way instructors teach. In today higher education settings, instructors, students and others collaborate on the tasks of knowledge construction. The definition of social media is "the relationships that exist between network of people" The influence of social media on teaching and learning environment is growing every year and its applications can reinforce class materials, positively influenced discussions, collaborative work, etc. The educators and researchers experimenting the social media technologies to stimulate collaboration, knowledge constructions and thinking skills. The increasingly widespread use of social network sites to expand and deepen one's social connections is a relatively new but potentially important phenomenon that has implications for teaching and learning and teacher education in the 21st century (Devi et al., 2019).

Business Education, according to Osuala (1987) is a broad based programme that has a composite of courses in general education, basic business and office education. Business Education is synonymous with any education given in the vocational tertiary institutions, which prepares the individual to acquire skills and competencies in office education as well

as in pedagogy necessary for teaching. It equips students with business concepts, knowledge, attitudes, habits and skills for personal use, and for entry into the business world as employers or employees. Those who teach business education should be able to teach ethics and morals to students by the way they talk to them and show what they say by their behaviour. They should be versatile with modern information technologies like the word processors, computers, dictating machines, reprographic and storage machines, copiers and printers, microfilm machines, accounting and fax machines, calculators, electronic mail, voice mail, telecommunicating and teleconferencing machines etc. Therefore, the business educators should be ready to equip the students with the necessary skills, facts, knowledge, understanding, habits and attitudes that will make them meaningfully exist with others as useful and productive members of the society.

One of the goals stated in the National Policy on Education (NPE, 30th March, 2022) is "The acquisition, development and inculcation of the proper value orientation for the survival of the individual and the society". Wilkin (1979) agreed that for one to be economically literate and create awareness for other citizens, to be competent workers and wise consumers, one must have some understanding of how business education functions, so it becomes imperative that business educators should play critical roles in making Nigeria a self-reliant, patriotic and productive nation through educating students appropriately. In the National Policy on Education, (2005) Business Education was formulated when modern information technologies have not been introduced in Nigeria.

This accounts for the fact that Business Education essentially consisted of subjects like accounting, typewriting, shorthand, office practice, marketing, auditing, secretarial practice, and management etcetera. Some courses in Business Education have to be restructured in order to meet the needs of the changing society and also make teaching and learning easy. For example, the keyboarding skill in typewriting remains relevant because the typeface of the typewriter is the same with the computer keyboard, but there are some topics in typewriting that need to be restructured. This is necessary because the method of teaching them on the typewriter is not the same as that of the computer. The methods of setting margins, centering items, paragraphing, filing, tabulating jobs etc are not the same methods of doing them on the computer, so the scheme of work has to change in order to incorporate the facts that would enable the Business educators achieve success. Also, shorthand may no longer be relevant in the school today because of the varied modern equipment, like the dictating machines, voice mail, recording and many others that can be used in place of shorthand note taking, so the curriculum planners in this respect should revisit that area. The modern Accounting and Auditing Principles with the use of the computer should be incorporated into the Curriculum.

However, the sordid situation in tertiary institutions offering Business Education is the use of insufficient, deficient and obsolete equipment in Business Education Departments. As a result of this the imparting of knowledge is eighty percent theory and twenty percent practical. The reverse should be the case. Office Education should be a core subject in Business Education and one, which should be made mandatory for all students in tertiary institutions, as all products of these institutions would one day end up in the office either as employers or employees. (Obindah, 2017). Academic performance is the outcome of education, the extent to which a student and lecturer or institution has achieved their

educational goals. The influence of lecturers or teachers' teaching effectiveness on the learning outcome of students as measured by student's academic performance has been the subject of several studies (Adu & Olatundun, 2007).

The teaching role of lecturers involves preparing and delivering of lectures, supervision of students in industrial training, final year project, post graduate students, marking assessments and grading of scripts. Other functions include development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students. Research role involves carrying out investigations on identified problem(s), presentation of findings of such investigations in conferences/seminars and publishing the findings in journals and/or text books. The third role involves rendering services both to the school and the community at large. Such services include heading a department, faculty, committee, external supervisor, advisor of student societies, members of other recognized committees at departmental, faculty and university levels—example; sports, graduation, convocation etc. Goodall (2013) stated that teaching and research are the core functions of a lecturer and their quality can be improved by hiring the best scholars and empowering them with good incentives.

Hypotheses

- H₀₁ There is no significant relationship between the use of Social media platforms and Instructional supervision capabilities of Business Education Lecturers in Universities in South-South, Nigeria.
- H₀₂ There is no significant relationship between the use of social media platforms and subject delivery of Business Education Lecturers in Universities in South-South, Nigeria.
- H₀₃ There is no significant relationship between the use of social media platforms and instructional evaluation of Business Education lectures in Universities in South-South, Nigeria.

Social Media Platforms

Social media is the use of electronic and internet tools for the purpose of sharing and discussing information and experiences with other human beings in more efficient ways (Chen, 2014). Hayta (2013) defined social media as social platforms that enable users to share information, ideas or interests and interact, through the internet or mobile systems. Kaplan and Haelein, in Chen (2014) described social media as a group of internet-based application build on the ideology and technological foundations of Web 2.0 and allow the creation and exchange of Users Generated Content. Kaplan and Haelein (2014) defined social media as the means of interacting amongst people that enables them to create, share and exchange information and ideas in virtual communities and networks. It enables individuals to network with others who have similar interest, goals and dreams (Kaplan & Haelein, 2014). Barhemmati and Ahmad (2015) defined social media as online tools where content, opinions, perspectives, insights, and media can be shared. Hayta (2013) conceptualized social media as "online platform that people use to share their ideas, experience, perspectives and communicate with other. These social media platforms include some applications such as chat rooms, discussion forms, location services, social networking, social guides, social bookmarking, social status networks, weblogs, blogs, podcasts, video casts, wikis, face book, whatsApp, MySpace and twitter (Hayta, 2013).

Social media has been the most useful platform for sharing and disseminating information. It has become visible in almost every tiny part of the world and people from different nationalities with various backgrounds spend part of their daily time on social media (Barhenmna & Ahmad, 2015). Almost everyone using the internet participates in social media platforms. As social media grows at a faster rate than other communication programs, the importance of social media increases. Madni (2014) stated that social media has provided a different dimension of socialization of information so communication flow has been easier and much people are able to spread useful information with a number of online audience and conversation leads to worldwide effect. It has provided new opportunities to consumers to engage in social interaction on the internet. Today's consumers have access to many different sources of information (Saneed & Nantel, 2014).

Social Media Platforms and Job Performance

Esha and Jonika (2018) opined that in terms of digital education social networks contribute a good portion of education. Among social networking services, Facebook has become most popular for communication with familiar and unfamiliar persons. The impact of the use of Facebook on students is very impactful. In this paper authors conducted a survey on various students for understanding the digitalization effect on educational purpose. Machine learning was applied for classifying the happy and unhappy student with digitalization where focused time spent on educational purposes. Finally authors provided an analytical summary of digitalization effect on education based on their survey.

Michaela (2014) did a work on using social media networks for supervising and mentoring. He described the experience of High School and University teachers who used social media networks for supervision. He aimed at mentoring of small groups such as student theses and group projects. A qualitative and quantitative study along with an experiment of using social networks in supervising was performed. The questionnaire were answered by multiple high school and university students and teachers. The results of the studies and the experiment are described. Although social networks have the potential to be used in supervising, they also have a lot of disadvantages making their adoption harder.

Christoph et al., (2016) in an exploratory study investigates how a typically disadvantaged user group of older, female learners from rural, low-tech settings used and perceived a Facebook group as a research supervision and distance learning tool over time. The within-stage mixed-model research was carried out in a module of a part-time, advanced midwifery education course in rural South Africa. To address the research questions, three quantitative and qualitative surveys were repeated, pre, post, and three months post evaluation. The findings indicate that using the social media space lowered learners' threshold to accessing educational resources. The increased ease of communication was afforded in particular by using mobile phones to access the space. The analysis also suggests that the social networking site became a more integral part of students' learning environments. The learners' use of the site to discuss further course and work-related issues increased during the intervention and also remained significantly higher in the three-month, post evaluation survey, indicating the reutilization and habitualization of this learning space.

Catinkaya (2017) explored the effects of WhatsApp use for education and determine the opinions of students towards the process. The study was designed in mixed research model

which combines both qualitative and quantitative data. In the quantitative aspect of the study, quasi-experimental design, with a pretest-posttest control group, was used and the data were analyzed by two factor variance analysis for mixed measurements. The analysis indicated that both learning environments have different effects on the success of students and that supporting the traditional environment by using WhatsApp is more effective for the increase of success. For the qualitative aspect of the study, content analysis techniques were employed to analyze the data which were collected by open-ended question forms. The analysis showed that students developed positive opinions towards the use of WhatsApp in their courses. They demanded the same practice in their other courses as well. They reported that learning could also take place unconsciously and the messages with images were more effective for their learning. However, a few students have expressed adverse opinions about the timing of some posts and the redundant posts within the group. Finally, it is suggested that use of WhatsApp in education process be encouraged as a supportive technology.

Sayam (2016) investigated the effects of students' usage of WhatsApp Instant Messaging for learning and improve students' achievement (exam performance). WhatsApp is a smart phone application that operates on nearly all current types of devices and operating systems used by all of higher students and improve their achievement, performance and the amount of information learned and the motivation of preparation with the big or smaller groups. Being in a relatively synchronous group work and having various and instant knowledge make the students motivated and eager to learn and be in the media which suitable and easy to learn. Preparing for the exam by traditional way and instant messaging may differ the achievement scores of their examination. This research provides literature review and experiment and analysis of the data and the findings that lead the new experiments and the implementations. A number of influences can be seen from the findings of this study on the practice of technology into the course programs. Using WhatsApp (technology), pedagogy and course content program, this study offers external activity around student-centered learning for the exam preparation in order to raise their achievement with a small digital tool in their hand. The sample of the study was composed by 92 higher students (teacher candidates) attending Biruni University, Faculty of Education, in the "Introduction to Educational Sciences Course", in İstanbul, Turkey .Data were collected from 92 students but 32 of the students did not want to do anything using WhatsApp for the Course. They were supposed to Control Group. Other 60 students admitted to be in the study, and they called as the Experiment Groups. The research was continued from April to May 2015, time which was between the Fall Exam and Final Exam. Students who participated in the study were listed according to their Fall Exam points. The same points from the list put into the groups in order to provide equality. The control group and experiment groups has the same number of students (30-30). While 30 students were studying their lesson in traditional ways as usual; other 60s were studying their lesson by using WhatsApp; messaging text, asking questions and getting answers, sharing materials like pictures, graphs, tables and of course discussing on the course content via the medium

Amos (2019) observed that in recent times, institutions of higher learning around the world are exploring various technologies that encourage active learning. One of such technologies is the use of social media in building learning communities. Learning communities have assisted students' learning process by means of collaboration, sharing of ideas and information in their respective subject areas. This is in accordance with the benefits of

mobile technologies/ubiquitous computing, internet of a thing and emerging technologies such as web 2.0 and social networking that has captivated the attention of students globally. It is this development that has triggered this research on use of social media to improve students' academic performance in Nigeria. The study was guided by the interpretivist theoretical perspective which follows a qualitative approach. The case study method and triangulation sampling were employed for in-depth data collection. Interviews, online survey and observation were used as sources of primary data collection. Constant comparative analysis method was used to analyze the data. The findings revealed that Taraba State University students have access to social media, but there is no official social media platform to build learning communities for the improvement of students' academic performances in the university. Google+ was recommended as a tool that will promote the use of social media towards building learning communities for the improvement of academic performance of students in Taraba State University, Jalingo and other Universities in Nigeria.

In spite of the constant innovative approaches adopted by teachers in western world, traditional approaches to teaching and assessments in Nigeria tertiary institutions have constantly been practiced. Most institutions are not able to fully utilize e-learning or get full advantages of it. This failure has hindered most teachers in using innovative teaching methodologies in delivering their lectures, and undertake rigorous research works.

Cognitive Flexibility Theory

The researcher will anchor this study on cognitive flexibility theory by Spiro in 1948. Among the approaches to learning that draw on [cognitive theories](#), cognitive flexibility theory recognizes that some domains of knowledge are complex and ill-structured. In contrast to well-structured domains that may be organized in linear or hierarchical formats that translate into sequential instruction, ill-structured domains are viewed as irregular and contextual (Spiro et al., 1987). The theory suggests that instructional design for such domains should represent the complexity of the domain by creating webs of information (e.g., through the use of hypertext), using multiple perspectives, and embedding the knowledge within multiple contexts. Students of ill-structured knowledge domains should engage in critical analysis, perspective taking, and problem framing to support the transfer of knowledge to new contexts. Thus, cognitive flexibility within such complex domains.

This theory includes the ability to represent knowledge from different conceptual and case perspectives and then, when the knowledge must later be used, the ability to construct from those different conceptual and case representations a knowledge ensemble tailored to the needs of the understanding or problem-solving situation at hand (Spiro et al., 1991). While some aspects of learning to teach may reside in learning factual information and theoretical principles, many aspects of teaching can be considered a complex and uncertain endeavor. Many illustrations of teaching practice demonstrate the complexity of teachers' knowledge application, decision making, immediacy of response, and the overall management of dilemmas in daily practice. Based on this view of teaching, knowledge for teaching requires a flexibility of application and practiced decision making that would allow beginning teachers to respond flexibly to messy and context-dependent variation. Other theories that relates to this study include: the situated learning theory and teaching acceptance model.

METHODOLOGY

This study adopted correlational research design. The population of the study comprised of Business Education Lecturers in ten public and state universities in the south-South zone of Nigeria. The researcher used the entire number of the population of Business Education Lecturers in the South-South Universities in Nigeria. This was because, the population was of a manageable size of 141 lecturers, and therefore, the study was a Census Study. They were structured questionnaires. Data collected through the use of questionnaires, were coded and entered into the computer by using the Statistical Package for Social science (SPSS version 22.0). The computation was made using the mean score statistics and standard deviation to analyze the research questions while the hypotheses were analyzed using the descriptive statistics and Pearson Product Moment Correlation at a 0.05 Coefficient. These established the extent to which the independent variable (Instructional Delivery Digitalization) related to the dependent variable (Job Performance of Business Education Lecturers in Universities in South-South Nigeria). Other analysis, such as the biometric data, were computed using the percentage and pie chart statistics.

RESULTS

H₀₁ There is no significant relationship between the use of Social media platforms and the Instructional supervision capabilities of Business Education Lecturers in South-South Region of Nigeria.

Correlation of Social media platforms and Instructional supervision

	Social media platforms	Instructional supervision
Pearson's correlation	1	.906
PD sig. (2 – tailed)		.000
N	140	140
Pearson's correlation	.906	1
FP sig. (2 – tailed)	.000	
N	140	140

** correlation is significant at the 0.01 level (2tailed)

H₀₁: There is no significant relationship between the use of Social media platforms and the Instructional supervision capabilities of Business Education Lecturers in South-South Region of Nigeria. (correlation. 4) reveals that: there is a significant relationship between the use of Social media platforms and the Instructional supervision capabilities of Business Education Lecturers in South-South Region of Nigeria. (where $\rho = .906$ and $p = 0.000$) and based on the decision rule of $p < 0.05$ for null rejection; we reject the null hypothesis and restate that there is a significant relationship between the use of Social media platforms and Instructional supervision capabilities of Business Education Lecturers in South-South Region of Nigeria.

H₀₂ There is no significant relationship between the use of social media platforms and the subject delivery of Business Education Lecturers in South-South Region of Nigeria.

Correlation of Social media platforms and subject delivery

	Social media platforms	subject delivery
Pearson's correlation	1	.726

PD sig. (2 – tailed)		.000
N	140	140
Pearson's correlation	.726	1
FP sig. (2 – tailed)	.000	
N	140	140

** correlation is significant at the 0.01 level (2tailed)

H₀₂: There is no significant relationship between the use of social media platforms and subject delivery of Business Education Lecturers in South-South Region of Nigeria (correlation. 5) reveals that : there is a significant relationship between the use of social media platforms and subject delivery of Business Education Lecturers in South-South Region of Nigeria (where rho = .726 and p =0.000) and based on the decision rule of $p < 0.05$ for null rejection; we reject the null hypothesis and restate that there is a significant relationship between the use of social media platforms and subject delivery of Business Education Lecturers in South-South Region of Nigeria.

H₀₃ There is no significant relationship between the use of social media platforms and the instructional evaluation of students' activities in South-South Region of Universities in Nigeria.

Correlation of Social media platforms and instructional evaluation

	Social media platforms	instructional evaluation
Pearson's correlation	1	.626
PD sig. (2 – tailed)		.000
N	140	140
Pearson's correlation	.626	1
FP sig. (2 – tailed)	.000	
N	140	140

** correlation is significant at the 0.01 level (2tailed)

H₀₃: There is no significant relationship between the use of social media platforms and the instructional evaluation of students' activities in South-South Region of Universities in Nigeria (correlation. 6) reveals that: There is a significant relationship between the use of social media platforms and the instructional evaluation of students' activities in South-South Region of Universities in Nigeria (where rho = .626 and p =0.000) and based on the decision rule of $p < 0.05$ for null rejection; we reject the null hypothesis and restate that there is a significant relationship between the use of social media platforms and the instructional evaluation of students' activities in universities in South-South Region of Nigeria.

Social media platforms and supervision of students' activities in business education

Correlation 4 reveals that there is a significant relationship between the use of Social media platforms and Instructional supervision capabilities of Business Education Lecturers in South-South Region of Nigeria. (where rho = .906 and p =0.000). this finding is supported by Esha and Jonika (2018) which finding prove that there is a positive significant relationship between social networking such as whatapp, facebook, instragrame and education. It was

also proving empirically that in terms of digital education, social network contribute significantly towards its success (Esha & jonika,2018)

Social media platforms and subject delivery in business education

Correlation 5 reveals that there is a significant relationship between the use of social media platforms and the subject delivery of Business Education Lecturers in South-South Region of Nigeria (where $\rho = .726$ and $p = 0.000$), this findings is similar with that of Falasteeb (2018) who revealed that digitalization in terms of social media platform is an effective way of teaching and learning and encourage students to improve on their academic performance. Catinkaya (2017) suggested that the use of social media in education should be encouraged as a supportive technology but that students should be guided to avoid unnecessary posts. Sayam (2016) argue that the use of social media will be more effective because students can be shown several ways of explaining concepts these ways may include the use of video, pictures, graphs and of course discussing the contents of the course via medium. Christoph et al., (2016) assert that the use of social media in teaching and learning will decrease the space of communication, cutting time and cost of transportation. They maintained that social media with networking will become the integral part of students' learning environments. The learners use of the site to discuss further course and work-related issues increase during the intervention and also remains significantly higher.

Social media platforms and instructional evaluation of students' activities in business education

Correlation 6 reveals that there is a significant relationship between the use of social media platforms and the instructional evaluation of students' activities in universities in South-South Region of Nigeria. (where $\rho = .626$ and $p = 0.000$). this findings is supported by Sayam (2016) who is of the view that social media platform improve and motivate student academic performance as through these social media platform such as whatapp and facebook students can get access to the course content and various pictorials presentations that can enhance students' academic performance. However, there is the tendency of evaluating students works online because majority of the lecturers are digitally not exposed. This is inline with the study of Cristina and Ricardo (2014) whose results show that the majority of supervisors interviewed had to apply some managerial complements to their duties. These strategies can be considered true coaching processing, although there is not substantial difference between conventional online supervision and traditional supervision of bachelor and master thesis. The major problem is still reoccurring in the place of competency. For effective evaluation of students' works online, the lecturers need to be grounded in digitalization. Wakkala et al., (2019) also pointed out that it is necessary to promote lecturers' access to computer and internet, knowledge and skills (competency) of operating computers as well as their attitude toward using digital devices. Although, an analysis of the results from different authors seems to suggest that the main challenges being faced by students in higher education as regards to the use of social media are security, unproductive behaviour/wastes of time, misuse of tools during instructional time and antisocial behaviour in that order, Social media plays an important role in every student's life. It is often easier and more convenient to access information, provide information and communicate via social media. Tutors and students can be connected to each other and can make good use of these platforms for the benefit of their learning and teaching.

CONCLUSION/ RECOMMENDATION

This study has primarily investigated social media platform and Job performance of lecturers in universities in South-South Region of Nigeria and found that there is a strong relationship between the two variables. It also significantly investigated the relationship between social media platform and measures of Job performance of lecturers in South-South Region of Nigeria. The findings show an irrefutable relationship between and among them. This study thus concluded that social media platform is a strong antecedent and irrefutable dynamic tool for enhancing Job performance of lecturers in universities in South-South Region of Nigeria.

Recommendation

1. Universities in south-south, Nigeria should provide adequate social media platform such as facebook, whatsapp, instragram and website or block page in order to enhance instructional supervision, subject delivery and it should be evaluated from time to time to ensure that these platforms serve the purpose or rational in which they were created for.

REFERENCES

- Adu, E. O. & Olatundun, S. O. (2007). Teachers' perception of teaching as correlates of students' academic performance in Oyo State, Nigeria. *Journal of Essay in Education*, 20(1), 57-64.
- Amos, P. (2019). The use of social media and the academic performance of students. A study of Taraba State University, Jalingo, Nigeria. Master's Thesis.
- Barhematti, N. & Ahmed, A. (2015). Effect of social network marketing (SNM) on consumer purchase behavior through customer engagement. *Journal of Advanced Management Science* 3(4),307-311
- Cetinkaya, L. (2017). The impact of whatsapp use on success in education process. *International Review of Research in Open and Distributed Learning*, 18(7), 59-79
- Chen, Y. K. (2014). Highly crystalline multimetallic nanoframes with three-dimensional electrocatalytic surfaces. <https://science.sciencemag.org>
- Christoph, P., Jennifer, C., Petra, B., Fiona, W., Sabatian, L. & Urs, G. (2016). Facebook for supervision? Research education shaped by the structural properties of a social media space. *International Review of Research in Open and Distributed Learning*, 17(5), 124 –130.
- Devi, K. S., Gouthami, E. & Lakshmi, V. (2019). Role of social media in teaching – learning process. *Journal of Emerging Technologies and Innovative Research*, 6(1)96 – 103.
- Esha, J. & Jonika, L. (2018). Digitalization in education system. *Journal of computer and Information System*, 16(1), 70-73.

- Goodall, A. (2013). Top 20 ways to improve your world university ranking. times higher education BRICS and emerging economies rankings. www.world-university/ranking.
- Hayta, A. B. (2013). A study on the of effects of social media on young consumers' buying behaviors. <https://www.semanticscholar.org>
- Kaplan, A. & Haenlein, M. (2014). *Collaborative projects (social media application)*. Elsevier
- Madni, G. R. (2014). Consumer's behavior and effectiveness of social media. *Global Journal of Management and Business Research: E-Marketing*, 14(8), 87-102
- Michael, S. (2003). Electronic mail. Encyclopedia of information system. <https://www.routledgehandbooks.com>
- Obindah, M. O. (2017). Reforms and innovations in business education, the way forward. *Journal of Teacher Perspective*, 6(8), 228–235
- Osuala, E. C. (1987). *Principles and practice of business education*. Pacific publishers.
- [Saneed, T. & Nantel J.](#) (2014). Social media and user performance in knowledge sharing. *Journal of Enterprise Information Management*, 51(4), 391-397.